

AN ANALYSIS OF TEACHERS' QUESTIONING STRATEGIES DURING INTERACTION IN THE CLASSROOM: A CASE OF THE EIGHT GRADE SMP PGRI 01 SEMARANG

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Abstract

The objectives of this study are; 1) to know kinds of teachers' questioning strategies that teacher use in the classroom. 2) to know the way the teachers use the questioning strategies in the classroom. The design of the research is descriptive qualitative. The writer got the data of this research from interview notes. The observation sheet source of the data research were from the teacher and students. The Instrument used are observation sheet, interview, and document. The techniques for analyzing the data is descriptive. The steps were; comprising interactive reducing the data, presenting the data, and drawing conclusion. The result of this research shows that are: 1) The teaching strategies are; (a) the teaching techniques used lecturing, group project and small group discussion, (b) the seating arrangement, the students seating position changed, (c) the teacher give feedback when the students have difficulties, the teacher give some clue to the students to help them understand the material given, (d) the teacher evaluates the students: the teacher given task and motivations for the students. 2) The problems faced by the teacher are the classroom conditions, the crowded conditions, controlling individually, the interaction between the teacher and students in the classroom is ineffective, the students' less vocabulary, the limited media and the problems faced by the students are lack of confidence, the students have difficulties in translation. The conclusion are Not all English teachers in SMP PGRI 01 Semarang have good understanding of how to implement teacher's questioning. Some of them still have some problems with their understanding. It is caused by some reasons, such as: (1) the teachers do not want to get out of their comfort zone, some of them are thinking that the most important part of teaching is how to make the students understand the materials; (2) they can not move on from their old views of teaching English in the classroom; (3) last but not least, because the training done by the authoritative government is not sufficient to make them mastering teacher's questioning.

Keyword: Classroom Management, Questioning Strategies, Class Interaction, English Teaching.

Introduction

Development of Science and
Technology brings some impacts

toward all aspects of life. Along with the growth of all kind of needs and demands of life, burden of school as one of places where the students get good education will be higher and more complex. School is not only demanded to develop students' intention and will, building moral, and attitude, so that the students are able to master many kinds of skills needed. It can be concluded that the development of science and technology that is really progressive give impacts toward the schools. This education institution has important role and responsibility to create students who have potential, intention and skill. As it is known, teacher is the centre of student's success and student's active in the class. The teacher should use appropriate strategy or method in teaching in order to attract the students' interest and improve their understanding toward the lesson.

In fact, the students are still feeling confused in understanding the teacher's explanation in English. Consequently, the students do not keep attention to the lesson because they feel English is difficult to be understood. Thus, the teachers have

to improve teaching strategy to help the students to understand the materials easily and attract students to pay attention for teachers' explanation. In English lessons, According to Bernaus and Gardner (2008:12), Teaching English focussed more directly on the relations between students' motivation, language achievement and teacher's didactic strategies used in the EFL class in Spain. According to Allen (2010: 2), Classroom management is complex set of skills that includes much more than being able to influence and control student behavior, there remains an overall impression that classroom management is primarily about discipline.

Teaching and learning process between teacher and student in the classroom need a method and strategy. Teachers have applied strategy to make student enjoy and active in teaching learning process, unfortunately sometimes student do not understand whether topic was given by the teacher. This study thoroughly examined the teachers' questioning strategies during the classroom interaction.

Communicative approach is often used by the teachers in classroom to create two-ways interaction between the teacher and the students. Communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop communicative competence (Richard and Rodger, 1999: 69).

This study aimed to describe teacher's questioning strategies during the classroom interaction. The reason why the writer would like to analyze teachers questioning strategies are student still confusing about the topic that teacher given, the

student are shy to ask question and sometime student feel so silent when teacher explain the topic. Based on the background of the problem above, the writer is interested analyzing teachers' questioning strategies during the classroom interaction and want to know how far student get idea to answer teachers' questioning. The statements of the problems of this study are as follows:

1. What kinds of teachers' questioning strategies are used by the teachers in the classroom?
2. How do the teachers use questioning strategies in the classroom?

Related Theories

General Explanation about Teaching Learning Process

According to Hornby (2008:458), teaching means to show somebody, so that they will be able to do it themselves. In learning, teaching very important to give the knowledge for the target learning. In this study, teaching is the way to transform the knowledge or information. According to Guillauteaux and Dörnyei (2008:23),

examined the link between the teacher's motivational teaching practice and the language learning motivation of their classes. English teaching covers four skills: listening, speaking, reading, and writing. All of the skills are important for students to learn. No one is more important than others because they relate each other. Students can't focus in one skill only, but they have to master all skills especially when they study

language. In fact, some of students have a problem with their speaking, especially in studying English.

In this dimension, teacher's outlines the vision and mission or learning objectives to be achieved. The attempt which should be done is considering all the things which are needed and used in the study in order to achieve the wanted goal. Everything is covered in the lesson plan. At this stage, as a teacher's we have set overarching of goals, organized content, and developed a course plan with ideas for how to give students the practice that will make it possible for them to achieve the course goals. In this case, teacher made choices about what he/she will have students do in order to learn the course content and practice it for reach the goals. It is the duty of the teacher to consider about the teaching strategy then apply it in the classroom based on the appropriateness of the teaching strategy. Teaching according to the Oxford Dictionary (2008:455), is known as a job of a teacher, while strategy is a plan intended to achieve a particular purpose. Kindsvatter (2006:168), asserted that teaching

strategy is an instructional major component which is a sequential combination of methods designed to accomplish the learning objectives. According to Harld (2013:7), stated that teaching strategy is comprehensive approach inside of a teaching system that contains the general guidance and the course activity plan in order to reach the instructional goals which is explained in the angle of philosophy view or certain learning theory. According to While David (2013:18), in Majid book convinced that teaching strategy is a plan, method, or series of activities designed to achieve a particular educational goal.

Teacher's Questioning Strategies as a Method in Language Teaching in English Classroom

The question which is most commonly asked by many foreign language teachers is, "How does a teacher know which method is best?" After all, while many of the articles presented in this article have certain characteristics in common, there are also some fundamental differences among them. And so in the end, one has to make choice. While it is very

easy to choose among the methods, some may find it to be very difficult. If a particular method fits with the values, experience, and basic teaching and learning views of a teacher's, it is appropriate to his/her students and context. Such teachers who claim one method to be best for them are in favor of absolutism since it is the teachers who has been trained in it and the method chosen is consonant with the teacher's thinking. Before a teacher's puts one method into practice, he always needs to consider his/her students, the conditions of instructions, and the broader sociocultural context. Because a particular method cannot always be a prescription for success for everyone.

The teachers who subscribe to the view mentioned in the preceding paragraph pick and choose from among methods to create their own blend which is said to be eclectic. Thus, they are creating their own method by blending aspects of others in a principled manner. Because teaching is full of contingencies and it is also true that there is often a gap between our intentions and our actions and that

many decisions are outside the control of teachers. In this context, According to Fanselow (2001-11) , "If learning equals one hundred percent, and lack of learning means anything less than one hundred percent, the two percent we are responsible for makes the difference between learning and not learning". For instance, they must teach for a test. Or they may have a class where students come with negative attitudes toward the study of language. In brief, in the light of the views above, eclecticism can be said to be the best solution to meet the various needs of the students. Teachers always need to try new practices in order to continually search for or devise the best method for who they are, who their students are, and the conditions and context of their teaching.

The use of questioning as a tool for placing great emphasis on the lead-in stage (where students are encouraged to become interested in the subject matter of the text), encourages students to predict the content of the text, and gives them an interesting and motivating purpose in the classroom. According to Mark

larx (2002:13), “questioning learning method is asking some questions that are not understood about what they observe or add some information about it. Competences that developed are creativity, curiosity, ability to formulate a problem to create a critical thinking that is needed for the students’ daily life”. So it is really useful for the students to ask some questions to get some additional important information.

Classroom Interaction

According to Evan Ortlieb (2010-2), In pre-service teacher education, novice teachers have the opportunities to observe experienced teachers. While the novice teacher is seen much like an apprentice, the experienced teacher is seen as an expert who acts as a model teacher. Observation provides novice teachers with an opportunity to see what more experienced teachers or their peers do in teaching a lesson and how they do it. A number of advantages of conducting classroom interaction for student teachers includes: 1) developing a terminology for understanding and discussing the

teaching process; 2) developing an awareness of the principles and decision making that underlie effective teaching; 3) distinguishing between effective and ineffective classroom principles; 4) identifying techniques and practices student teachers can apply to their own teaching Day (2002-34). Classroom interaction is a process where by student engage in activities, such as writing, reading, discussion or problems solving that promote analysis, synthesis and evaluation of class content. According to Rain S. Bongolan (2009-12), Cooperative learning, problem based learning, the use of case methods and simulation are some approaches that promote active. Classroom interaction requires that students are engaged and active in the learning process. The instructor serves a coach or facilitator, guiding students through activities, but letting the students take control of the learning event itself. Classroom interaction is a teaching method that involves students in learning process rather than seeing them as passive recipients.

The Research Method

This study is categorized as qualitative study. It means that the study does not use statistical formula for analyzing the data. In this study the writer used a descriptive qualitative technique. The writer used qualitative research because she presented qualitative data. The data not presented in number, but it described in form words or pictures. According to Dornyei (2007:24), qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is the analyzed primarily by non-statistical methods. Typical example: interview research, with the transcribed recordings analyzed by qualitative content analysis. Moleong (2003:3) states that qualitative research is a certain tradition in the social knowledge fundamentally depends on the observation concerning to human in their region and the phenomenon.

This is a qualitative research and the school SMP PGRI 01 Semarang will be the object of this study. In this study, the writer analyzed the way teachers teach their students by using teachers'

questioning. This school serves as an object of the study with so many considerations:

1. It is one of favorite schools in that has successfully implemented teachers questioning.
2. It is also supported by the presence of good English teachers, so this Research will give more benefits toward all people who are involved, because it has good human resources to be observed.

The writer collected the data from class observation during teaching learning process and from interview. It focuses on the teacher questioning strategies during interaction in the classroom. In this study, the writer attempted to identify and describe the result of observation of the teacher questioning strategies during interaction in the classroom in teaching English based on 2013 curriculum for students at .

To obtain the data from the field, the writer used techniques of data collection as the

followings: Participatory observation, Interview, Documentation, and Questionnaire. According to Miles and analysis as a method of qualitative research was used in this study, and there are six steps that should be implemented, namely:

1. Formulating a research question.
2. Sampling the data sources that have been chosen.
3. Manufacturing the category used in the analysis.

4. Identifying a sample of documents that have been chosen and coding.

5. Designing the scale and items based on specific criteria for data collection.

6. Interpreting the data.

While the data used in the study are words and sentences related to the environment and as a source of data were teacher questioning and some textbooks in Senior high school published by the Ministry of Education and Culture of the Republic of Indonesia.

Discussion

Based on interview result, teacher applied teacher's questioning as guide line in implementation of curriculum. The teacher was trained previously by teacher training on a simulation teacher's questioning that was held by the Rule and Regulation Ministry of Education. But there are several mistakes when observation the implementation of teacher's questioning in teaching learning process made by teacher that she forgot to apply in teaching those are teacher were not present the real

object when explaining the materials about recount text, teacher were not guide the students to perform their experiment and teachers were not

giving feedback and appraisal for students writing recount text.

Mrs. Harum Susanti, S.Pd used Direct strategy in teaching learning process; This method came into use when teachers thought that learning how to use a foreign language for the purpose of communication was the goal of instruction. The Direct Strategy

became very popular when the Grammar-Translation Method was not found effective in preparing students to use the target language communicatively. This strategy generally aims at teaching the language the way we learn our target language. Learning a foreign or second language is acquired differently since it takes place after having had the command of the mother tongue. Contrary to the Grammar-Translation strategy, no translation is allowed in the classroom. Through the use of visual aids and demonstrations meanings are conveyed in the target language without using the native language. The principles and techniques of this method are listed by students. Mrs. Harum started teaching learning process by giving questions related with the topic. Mrs. Harum stimulated students by some questions. There were some students difficult in understanding topic. When the first time teaching, Mrs. Harum gave some questions related the topic. In observing, the writer found the problem, the students looked so passive and just three students active. The teachers looked

so attractive to make students enjoy in teaching learning process. Mrs. Harum had strategy to make teaching learning process fun. The first participant applied story. Mrs. Harum gave story in recount text in entitled "my horror experience" this story made student laugh and had spirit, in order student enjoyed and answer the teacher's question by reading comprehension. After the classroom looked active, the first participant asked the students to read the topic before give a question. In this process there was feedback from the first participant and students. There was a question from two students about the topic. The first participant used step reading comprehension.

Mrs. Yuni Prafitri, S.S used Scaffolding in teaching learning process; One problem with the Scaffolding that students had difficulty in transferring the habits they had mastered in the classroom to communicative use outside it challenged the idea that learning a language meant forming a set of habits. Speakers have knowledge of underlying abstract rules, by which they understand and create

novel utterances. Thus, language learning is no longer considered a product of habit formation, but rather of rule formation. Accordingly, acquiring a language is a procedure where by people use their own thinking process, or cognition, to discover the rules of the language they are learning. Errors were inevitable and they were signs that learners were actively testing their hypotheses. Most of the materials contained deductive (students are asked to apply the rules given to them) and inductive (learners themselves discover the rules from the examples and then practice them) grammar exercises. However, no new language strategy developed from the scaffolding. In this process, the students looked so enthusiastic and many answers from students. In observing, reading comprehension that applied by the second participant made student active although compulsion. Mrs. Rina got small problem. Mrs. Rina used drilling vocab in topic "season". Student confused to understand the topic discussed. In this process, the teacher gave explanation in clearly and asked the student to mention point of view

in topic. Based on the interview, the second participant applied question and answer as the problem solving and always apply reading in each section. Reading comprehension in teaching learning process is very important because it has some advantages for example students know point of view, student can develop their vocabulary, student memorized the content in each paragraph.

Mrs. Dyah Rina Prabandari, A.Md.Pd used Audio strategy in teaching learning process; The Audio-Lingual strategy is basically an oral-based approach like the Direct strategy. However, it differs from the Direct strategy in many respects. First, while the emphasizes vocabulary acquisition through exposure to its use in situations, the Audio-Lingual strategy drills students in the use of grammatical sentence patterns. Secondly, the Direct strategy has a strong theoretical base in linguistics and psychology. Most of the principles of behavioral psychology (Skinner was incorporated into this strategy). The teachers began the class by praying, because in time of observation, that

was the first lesson of that day, so praying was the first activity implemented by the teacher. After praying the teacher did a roll-call and asked them to answer some questions when their name was mentioned. The questions were given also directly directed them to the materials, such as in the observation, the teacher taught the students about form, while doing roll-call, the teacher provided some questions, like “what do you need to do at first when you want to register yourself ? What should you do before making an email?” The teacher tried to direct the students into the materials. That was what the teacher did in opening the lesson. In interview result, The resercher concluded that some teachers do not understand and master the concepts of the reading comprehension itself. Then, lack of effort in order to implement the steps of the method from observation until the communication because teachers are probably not familiar with this method. Teacher are still using

conventional methods such as lectures, gave student worksheet to their students.

From the data which is obtained from documentation and interview in teaching English, the objectives of English teaching can be viewed from the 2013 Curriculum and syllabus. The objectives can be divided into two objectives are namely: a) General objectives and b) Specific objectives which is appropriate with the 2013 Curriculum. In teaching learning process of English the teacher used the same procedures. In the procedures of teaching learning process, the teacher and students do some activities. There are three different patterns used by the two teachers. Those procedure in teaching English is suitable with the orientation from Ministry of Education Regulation about standard process in implementation general orientation of teaching learning process year 2013 (implementation of 2013curriculum).

Conclusions

The fear of the teachers and some people that teacher's

questioning changes will never give any significant differences toward

the student might be happened but it might also be not. Because it goes to

the teachers again, if they can change their mindset and views through changing their old views of teacher's questioning with the new one that is modern pedagogic dimension, it is sure that they would be able to teacher's questioning and conduct the teaching and learning process by using teacher's questioning in a correct way of implementation.

Not all English teachers in SMP PGRI 01 Semarang have good understanding of how to implement teacher's questioning. Some of them still have some problems with their understanding. It is caused by some reasons, such as: (1) the teachers do not want to get out of their comfort zone, some of them are thinking that the most important part of teaching is how to make the students understand the materials; (2) they can not move on from their old views of teaching English in the classroom; (3) last but not least, because the training done by the authoritative government is not sufficient to make them mastering teacher's questioning.

The implementation teacher's questioning especially the use of its question should not be a fear for the teachers. The teachers might fear of how to conduct it well, because until the second year of the use of teacher's questioning, there is only a littler effort showed by the government in conducting the training for them, especially for the new teachers who are still lack of knowledge and do not have enough capability in teaching English by using teacher's questioning. Sometimes the teachers also confused of how to make the students to be more active and indirectly applied problem-based learning as the main approach that should be done by the students. That are through finding the problems and looking for the problem solving. Those things are also some of reasons behind their pessimistic, although some teachers do not make it as a big problem or just doing the old views of teaching and learning process, but the reasons behind the decision that they do not care with scientific approach is also caused by their misperception of the teacher's questioning itself.

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